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de **Catalunya**



Accreditation report

Bachelor's programme (Título Superior de Música)

**Centre Superior Conservatori Liceu /
Liceu Conservatory in Barcelona**



**CONSERVATORI
LICEU**

22-23 November 2018

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INTRODUCTION

The Liceu Conservatory Foundation is a 181-year-old institution that has been providing musical education in Barcelona 1837. The Foundation currently provides musical education to 8,000 people, 700 of which are pursuing Bachelors, Masters and Music Training programmes. When the current Higher Musical Education Programme of the Liceu Conservatory in Barcelona (Liceu) was started in 2010, the institution had already 68 years of experience teaching music in this level.

The AQU and MusiQuE - Music Quality Enhancement provide higher music education institutions in Catalunya with the opportunity to opt for a joint accreditation process conducted and recognized by both agencies. For this purpose, the AQU Catalunya standards for accreditation of arts higher education programmes have been mapped against the MusiQuE standards for programme review – see the document called *Correspondence between MusiQuE Standards for Programme Review (November 2016) and AQU Catalunya Standards Guide to the Accreditation of Arts Higher Education Programmes (July 2017)*, which demonstrates how closely both sets of standards relate to each other. The mapping between both sets of standards is provided as an annex to this report.

The procedure for the accreditation of the programme followed a three-stage process:

- The Liceu prepared a *Self-evaluation Report (SER)* and supporting documents, based both on the AQU Catalunya standards for accreditation of arts higher education programmes and the *MusiQuE Standards for Programme Review*;
- An international review team composed by MusiQuE studied the *SER* and conducted a site-visit at the Liceu on 22nd-23rd November 2018. The site-visit comprised meetings with representatives of the Liceu management team, teaching and support staff, students, alumni, employers and external stakeholders, and visits to facilities, classes and performances. The review team used both sets of standards as the basis of its investigations;
- The review team (RT) produced the accreditation report that follows, structured against the two sets of standards mentioned above.

The review team consisted of:

- Peter Tornquist, Rector of Norwegian Academy of Music, Norway (Review Team Chair)
- Celia Duffy, former director of Research and Knowledge Exchange, Royal Conservatoire of Scotland, United Kingdom (Review Team Secretary)
- Isabel González Delgado, Student at Conservatorio Superior de Murcia, Spain and founding member of the National Federation of Music Students (FNESMUSICA) (Review Team Member)

- Jacques Moreau, Director of the Cefedem Rhône-Alpes, Centre de formation des enseignants de la danse et de la MusiQuE, Lyon, France (Review Team Member)
- Núria Fernández Herranz, Conservatorio Superior de Musica de Castilla-La Mancha (Review Team Member)
- Observer: Núria Comet Señal, project co-ordinator, AQU

The review team would like to express its sincere gratitude to General Director Dr Maria Serrat, Academic Director Dr Victor Estapé, and their team for the excellent organisation of the site-visit and for welcoming the review team as peers in such a hospitable way. In addition to its official accreditation status, the review team hopes that the present report will be helpful to the Liceu to underpin and further support its ongoing development.

KEY DATA ON LICEU

Name of the institution	Centre Superior Conservatori Liceu Liceu Conservatory in Barcelona (Liceu)
Legal status	Private Foundation
Date of creation	1837
Website Programme to be accredited	https://www.conservatoriliceu.es Bachelor's programme (Título Superior de Música/BMus) consisting of specialisms in: <ul style="list-style-type: none"> · Orchestral instruments · Singing · Piano · Classical guitar · Flamenco guitar · Jazz and modern music · Composition · Pedagogy
Number of students	The Liceu is authorized to admit up to 600 students. The number of new students authorized for this Bachelors programme is 150.

COMPLIANCE WITH THE CRITERIA AND STANDARDS OF THE ASSESSMENT

1. Quality of the training programme

The programme's design (competence profile and structure of the curriculum) is currently according to the requirements of the discipline and it meets the required level of study according to the MECES.

1.1 The programme's competence profile meets the requirements of the discipline and complies with the required level of study according to the MECES.

Corresponds to the MusiQuE standards 1. The programme goals are clearly stated and reflect the institutional mission and 2.1 The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery.

In response to this AQU standard the SER (p.20) briefly confirms its compliance to the level of study required for the MECES¹. The relevant legal documents are cited and the SER (p.20) notes that the Programme's Verification report (PVR) was approved in 2010, with changes proposed by the Liceu approved in 2017.

The corresponding MusiQuE standards require a more discursive response. The SER (p.21) notes the basis of the Learning Outcomes (Competences) in the AEC Learning Outcomes. The aim of the programme as stated in the PVR is quoted in the SER (p.21): 'The profile of a Higher Degree holder in Music is that of a qualified professional who has achieved maturity and the technical and humanistic training necessary to fully carry out the professional option most suited to his or her skills and interests [...]'. In its meetings with both students and staff of the Liceu (for example, in Meeting 2, Students, Meeting 3 (Graduates) and Meeting 4 Teachers), the focus on nurturing the music professional was confirmed.

The RT is content that the BMus meets the required standard according to the MECES. It also finds that the programme goals and the institutional mission (as cited in the website <https://www.conservatoriliceu.es/en/study-here/the-conservatory/educational-principles/>) are very closely aligned and concentrate on a high quality artistic training with a highly professional focus. This is also evident from scrutiny of the Codex system and from the RT's discussions, is well understood.

¹ MECES is an abbreviation for 'Marco Español de Cualificaciones para la Educación Superior', the Spanish Qualification Framework for Higher Education.

The RT is content that both this AQU standard and the corresponding MusiQuE standard 1 is fulfilled and that MusiQuE standard 2.1 is also covered in the SER for this standard (pp 22-26). It finds that there is a close co-relation between the content and structure of the curriculum and its intended learning outcomes and graduate attributes (as quoted in the student profile on p.21 of the SER).

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with AQU Standard 1.1 and MusiQuE Standards 1 and 2.1:

Programme	AQU Standard 1.1	MusiQuE Standard 1	MusiQuE Standard 2.1
BMus	Compliant	Fully compliant	Fully compliant

1.2 The curriculum and structure of the curriculum are consistent with the programme's competence profile and learning outcomes.

Corresponds to the MusiQuE standard 1. The programme goals are clearly stated and reflect the institutional mission.

The SER (p.23) elaborates the Liceu's focus on professional practice, achieved via frequent opportunities to perform for singers and instrumentalists, opportunities to have works played for composition students and opportunities to acquire teaching experience for pedagogy students. The SER (p.25) gives an example of the weighting of the practical elements of a typical pathway (orchestral instruments) in which 75% of the student workload is directly related to practice and performance skills. The remaining 25% comprises the so-called 'basic training' subjects such as composition techniques, ear training, analysis, history and aesthetics. Free choice credits are also available in the 3rd and 4th year of study in which students are encouraged to pursue their own choice of performance or teaching-related activity (for pedagogy students).

In Meeting 2, a student reported that there was a very clear focus on the instrument because 'finally what you're doing is [working towards] an interpretation career'; this student also stated that in order to achieve this practical focus and the hours of practice necessary, the theory elements of the programme were less of a priority. The RT also heard some criticism that the pedagogical level of some theory courses was not high enough.

The RT recognises that the balance of practice and theory is a delicate one in the conservatoire sector, but it recommends that the Liceu should further consider the interaction of the two elements with regards to content, formats and pedagogy (see also the recommendation about the library under Section 5.2).

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with AQU Standard 1.2 and MusiQuE Standard 1:

Programme	AQU Standard 1.2	MusiQuE Standard 1
BMus	Compliant	Fully compliant

1.3 The admission profile of students who are admitted is appropriate for the programme, and the number of students is consistent with the number of places offered.

Corresponds to the MusiQuE standard 3.1 There are clear criteria for student admission, based on an assessment of their artistic/academic suitability for the programme.

The SER (p.27) describes the requirement to roughly take into account the distribution of a classical orchestra in instrumental disciplines and combos for the jazz pathway among the 150 places offered every year. The Liceu's tactics for encouraging less popular instruments like the bassoon or double bass are noted in the SER (p.28). Other disciplines such as piano and singing are freer of the constraint of recruiting an orchestral cohort. The SER (p.28) describes the two-part Entrance Auditions and Examinations that are designed to both test the general musicianship of candidates and their achievement in their desired instrumental or vocal specialism. Composers are required to show a high degree of knowledge in composition and analysis and the instrumental level required of pedagogy students is high.

In 2016-17 according to the table in the SER (p.29) the ratio of applicants to places was c. 2:1.

The RT is content that the admission procedures are appropriate and the incoming students seem to be appropriately qualified (with many coming from specialist music schools). However, it finds that the ratio of applicants to places (310 to 157 in 2016-17) would be considered very low for a comparable international institution. In the RT's opinion there is a danger that if the Liceu accepts students as 'place fillers' that standards and its standing as a prestigious institution could be compromised. Students (Meeting 2) reported

differences in level in their cohort. 39% did not pass the entrance examination in 2016-17, and so there is only 61% of the remaining 310 qualified applicants to choose from.

The RT recommends that the Liceu review its recruitment policies and formulates a strategy to increase the number of qualified applicants, to ensure a good flow of well-qualified applicants and a higher ratio of applications to places offered.

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with AQU Standard 1.3 and MusiQuE Standard 3.1:

Programme	AQU Standard 1.3	MusiQuE Standard 3.1
BMus	Compliant with conditions	Substantially compliant

1.4 The existence of effective teaching coordination mechanisms for the programme.

Corresponds to the MusiQuE Standard 6.2 The programme is supported by an appropriate organisational structure and decision-making processes.

The SER (pp16-17) describes the design of coordinating mechanisms for the programme's eight specialisms under the academic organisation of 10 departments (additional departments being chamber music, strings and wind with both classical and flamenco guitar in the same department). It also notes the four consultative bodies that meet regularly.

These consist of the Direction Team (weekly meetings); a Heads of Department Commission (monthly meetings); the Quality Commission; and the Joint Commission of Students' Representatives/Heads of Department. An organogram (SER p.35) graphically describes the organisational structure. The General Director leads and co-ordinates both the Management Area (including for example HR and production) with the Academic Area, supported by the Academic Director.

The RT found that in its discussions with students (Meeting 2) they were aware of how the organisation works, with their Head of Department as their first line of enquiry; they also were confident that they could approach both the Academic and the General Director.

The RT finds that there is an appropriate and well-functioning organisational structure for the programme. The organogram (SER, p.35) shows a very clear organisational structure with the General Director at its head; it is possible that more devolved decision making might be considered in the future.

The RT found that, although as noted above, students feel confident about approaching teachers and senior managers informally, the formal student association does not appear to function so well. In Meeting 9 it was confirmed that although the student voice is heard and more formal channels do exist through student representatives, the student association could be more proactive. This is noted as an action in the improvement plan (SER, p.168).

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with AQU Standard 1.4 and MusiQuE Standard 6.2:

Programme	AQU Standard 1.4	MusiQuE Standard 6.2
BMus	Compliant	Substantially compliant

1.5. The different regulations are complied with and applied correctly, and this has a positive impact on the programme outcomes.

The SER (p.36) notes that the Liceu was part of the working group that formulated the new national regulations for Higher Artistic Education and so it is very familiar with these regulations. In addition, the SER (pp 36-37) describes the institution's commitment to equal opportunities (defined in terms of race, gender, and disability) and how discrimination cases are dealt with. It also cites the annual monitoring report and its evaluation by AQU which contain detailed suggestions for improvement.

As far as the RT can ascertain, and based on the evidence of the SER (pp 36-37) the regulations concerning the BMus are complied with and properly applied.

The RT welcomed the detail provided on the institution's approach to equal opportunities. However, equal opportunities may also be understood more broadly; students in Meeting 2 reported that teachers decide which students should take part in masterclasses (an important element of the programme), according to their level and that many students do not have the same access to these opportunities. The RT encourages the development of more transparent procedures, with clearly communicated criteria for selection.

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with AQU Standard 1.5:

Programme	AQU Standard 1.5
BMus	Compliant

2. Relevance of the public information

The institution appropriately informs all stakeholders of the programme's characteristics and the management processes for quality assurance.

2.1. The HEI publishes truthful, complete, up-to-date and accessible information on the characteristics of the degree programme and its delivery.

Correspond to the MusiQuE Standard 8.3 Information provided to the public about the programme is clear, consistent and accurate.

The SER (p.39) describes the rationale for its new website (under construction in 2018-19) including the recognition that the web and social media channels are of paramount importance in the international market of higher music education.

The SER (p.40) notes how information only hitherto available internally, will now be publicly available. This information includes programme objectives, regulations, students' guide and the academic calendar.

The Liceu has created a new Digital and Technological Area to manage the website as well as provide technical assistance to staff. Its remit includes publishing the final version of academic documentation (in three languages when considered appropriate) and editing out older versions; creating and publishing YouTube videos of student performances; and contributing to social networks.

The SER Improvement Plan (p.169) notes that 'the Liceu Conservatory webpage is going through a process of complete renewal. [...] better communication is expected to be achieved with current and future students, alumni, teachers, music lovers, and all stakeholders, through more complete and better expressed contents, and a friendlier, more intuitive and easily accessible interface'. The SER (p.170) notes that new and systematic methods for updating are also planned.

In its meeting with the Academic Director (Meeting 9) the RT was able to confirm that all relevant information (for example the academic calendar, the academic guide (student handbook) and study plans) is available in Catalan on the Liceu Intranet.

At the time of the visit the web project was underway and so the content was not stable or complete. Currently it appears that the elements of each specialism and its credits are available on the website rather than complete information (e.g. learning outcomes, what kinds of teaching and assessment methods are used).

The RT recommends that complete information should be publicly available on the website in English.²

² In its response to the draft version of the report (dated May 2019), the institution indicated that in the months following the site-visit "a complete revision of the institution's website" was carried out, which "included translating most of its contents into English".

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with AQU Standard 2.1 and MusiQuE Standard 8.3:

Programme	AQU Standard 2.1	MusiQuE Standard 8.3
BMus	Non compliant	Partially compliant

2.2. The HEI publishes information on the academic and satisfaction outcomes.

The SER (p.42) refers to the AQU academic and satisfaction data requirements but these are not currently available on the website.

At the time of the visit, information on academic and student satisfaction indicators were not available on the website.³

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with AQU Standard 2.2:

Programme	AQU Standard 2.2
BMus	Non compliant

2.3. The HEI publishes the IQAS which forms the framework of the degree programme and the monitoring and accreditation outcomes of the degree programme.

³ In its response to the draft version of the report (dated May 2019), the institution indicated that this information has been made available online in the months following the site-visit.

Standard 2.3 is missing from the SER and the IQAS is very difficult for stakeholders to find on the website, currently under 'Course Planning' which is not an obvious location. The RT recommends that this information is made more accessible for stakeholders.

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with AQU Standard 2.3:

Programme	AQU Standard 2.3
BMus	Compliant with conditions

3. Efficacy of the programme's internal quality assurance system

The HEI has a functioning internal quality assurance system that has a formal status and assures the quality and continuous enhancement of the programme in an efficient way.

3.1. The implemented IQAS has processes that ensure the design, approval, monitoring and accreditation of the degree programmes.

Corresponds to the MusiQuE Standard 7. The programme has in place effective quality assurance and enhancement procedures.

The IQAS is available in Spanish as evidence 3.1.1. in the SER (p.44). The IQAS was approved in 2015 and the SER (p.44) lists its 7 elements or dimensions and notes that each of these has its own procedures for detection of problems and implementing solutions. Elsewhere in the SER (p.25) there is reference to the end-of-year monitoring of the curriculum and decisions as to how to improve it.

In Meeting 9, the Academic Director took the RT through the IQAS processes. The IQAS is not available in English. The student satisfaction surveys are undertaken by students logging into Codex and it was reported that few students take the survey and many of these are those with complaints. Although the SER reports (p.52) overall results, the RT was not aware of the numbers of student participating and these do not appear to be reported in the IQAS.

In the view of the RT the internal IQAS system itself is appropriate, but there are some shortcomings. For example, there is no improvement plan and many of the processes appear to be the responsibility of one person which is not best practice.

The RT recommends that the IQAS is regularly reviewed: it should include an improvement plan; responsibilities should be shared; the IQAS should be available in English; student satisfaction survey data should be fully reported, including numbers of participating students.

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with AQU Standard 3.1 and MusiQuE Standard 7:

Programme	AQU Standard 3.1	MusiQuE Standard 7
BMus	Compliant with conditions	Partially compliant

3.2. The implemented IQAS ensures the compilation of relevant information and outcomes for efficient programme management, in particular the learning outcomes and stakeholder satisfaction.

Corresponds to the MusiQuE Standard 7. The programme has in place effective quality assurance and enhancement procedures.

The SER (p.45) gives examples of the two dimensions of the IQAS that are particularly relevant to collection and publication of information. These are Dimension 6 'The Collection and analysis of the results for the improvement of the training programs' and Dimension 7 'The Publication of information and accountability on the training programme'.

The SER (p.45) notes that the Liceu does not run satisfaction surveys of teachers as 'the Institution fosters a relationship of collaboration and mutual trust [...] through which [teachers] have adequate channels to express their insights and suggestions [...] or complaints'. Students can express any concerns directly to the teacher, Head of Department, the Direction Team or via the student representatives; these issues are dealt with either in the weekly Direction Team meeting or the monthly Heads of Department meeting.

There is a student satisfaction survey carried out at the end of the first and final year and the questionnaire texts are given in the annexes 3.2.1 and 3.2.2. The SER (p.46) notes that participation is low.

The RT finds that the questionnaire instrument for the student satisfaction survey is not fit for purpose and the method of administering it (via log-in to the Codex) is clearly not working well enough. The Liceu should take positive steps to improve the return rate of the student satisfaction survey, to consider whether it should be available to all students (not just first and fourth years) and to use these data in a positive way to enhance the quality of the programme.

As noted above, the SER (p.45) sets great store by informal methods and an atmosphere of trust. For example, there are aspirations and assertions of trust among teachers and their managers rather than clearly documented examples. Given that this is in the context of teacher satisfaction, nevertheless, it is typical of the Liceu that informal means of feedback are front and centre. The RT questions the reliance on

these methods and recommends that they should be accompanied by more rigorous, systematic and confidential methods.

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with AQU Standard 3.2 and MusiQuE Standard 7:

Programme	AQU Standard 3.2	MusiQuE Standard 7
BMus	Compliant with conditions	Partially compliant

3.3. The implemented IQAS is periodically reviewed and generates an enhancement plan that is used for its continuous enhancement.

Corresponds to the MusiQuE Standard 7. The programme has in place effective quality assurance and enhancement procedures.

The SER (p.47) describes the IQAS procedures as still bedding in as full implementation has been very recent. It notes that a full revision has not been considered necessary, but that the Quality Commission intends to start a discussion about which elements of the IQAS need to be revised (SER, p.47).

In the view of the RT, the evidence in the SER of review and enhancement is inadequate. There is little sense of the institution being attuned to continuous self-enhancement which requires more self-reflective and more robust attitude towards quality and concrete plans and procedures. The RT did not see (but did not request to see) any minutes of the IQAS committee that described the process by which it is reviewed systematically. The 'Sistema de revision' appears to be included but the RT notes that (SER, p.47) it has not been considered necessary to implement it. The RT does not accept the proposition that it is because the IQAS's implementation is still very recent that it is not periodically reviewed. A review should, in a functioning quality environment, come up from staff and student feedback. If this is not forthcoming, it will compromise the review of the IQAS.

The Liceu should implement a periodic review of the IQAS, and take steps to gather staff and student feedback by robust mechanisms to inform this review.

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with AQU Standard 3.3 and MusiQuE Standard 7:

Programme	AQU Standard 3.3	MusiQuE Standard 7
BMus	Compliant with conditions	Partially compliant

4. Suitability of teaching staff for the training programme

Staff involved in teaching in the faculty are both sufficient and suitable in accord with the characteristics of the programmes and the number of students.

4.1. The teaching staff meet the qualifications requirements for the faculty's programmes, and they have sufficient and recognised teaching, research and, where applicable, professional experience.

Corresponds to the MusiQuE standard 4.1 Members of the teaching staff are qualified for their role and are active as artists/pedagogues/ researchers.

The SER (p.49) notes the institution's long tradition of attracting teachers from the highest ranks of Spanish musicians. Turning to the present, the SER (p.50) notes the importance for the Liceu of engaging international teachers. All teachers either hold a Bachelor's degree or have been awarded special recognition to work as teachers due to their artistic experience. Hiring of teachers with 3rd cycle qualifications still poses difficulties, but numbers are increasing in the Theory Department (SER, p.50).

As regards their professional and artistic experience, the SER notes that many of its teachers are active as orchestral or chamber musicians, are directors of festivals and holders of international prizes. The Liceu regards visiting artists as making an important contribution to teaching via masterclasses, mostly organised via two major concert initiatives, Liceu Cambra and Liceu Jazz.

The members of the professions in Meeting 5 emphasised the very high standards of teaching at the Liceu and students in Meeting 2 almost all said they applied to the Liceu because of a particular teacher or group of teachers (in Jazz).

In Meeting 6 the Academic Director emphasised the importance of professional networks in recruiting teachers and how there might be an informal try-out in a masterclass.

The RT finds on the basis of data presented in the SER and elsewhere that the Liceu staff is very well qualified as regards professional artistic experience. The SER (p.56) mentions a recruitment policy and 'permanent monitoring' of the educative duties of teaching staff. The RT did not have sight of the recruitment policy and is unable, for example, to verify whether pedagogical ability is required or formally assessed. The SER (p.57) states that possible teachers are contacted by Heads of Department and hiring conditions negotiated by the General Director. The RT finds that this personal approach and individually negotiated

contracts, although efficient in terms of ensuring quality, could have negative consequences in terms of equal opportunities.

The RT agrees that teachers are very well qualified as artists, but has some questions over pedagogical skills and qualifications. It also finds that artistic research was not addressed in the SER (other than to note that a PhD is not required to teach at the Bachelors level) or in meetings.

The RT recommends that the Liceu could take a broader view of the competence of its teachers, including pedagogic skills and research activity, both of which will benefit students. It also recommends (see Standard 4.3 below) that the project looking at good practice in pedagogy from the composition department is rolled out across the institution.

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with AQU Standard 4.1 and MusiQuE Standard 4.1:

Programme	AQU Standard 4.1	MusiQuE Standard 4.1
BMus	Compliant with conditions	Substantially compliant

4.2. There are sufficient teaching staff in the faculty, and staff assignment is adequate for them to carry out their duties and attend the students.

Corresponds to the MusiQuE standard 4.2 There are sufficient qualified teaching staff to effectively deliver the programme.

The SER (p.54) states that the majority of instrumental disciplines have at least two highly qualified teachers, with many more in the more popular disciplines, and emphasises the importance of students being able to choose a particular teacher whose approach is most suited to their needs. The graduates in Meeting 3 confirmed that they valued the opportunity to work with different teachers and benefit from a range of artistic approaches (they mentioned how one teacher might be particularly good at technical matters, another on artistic matters).

The table on p.55 of the SER gives data on teaching hours, showing contact time for 50% of teaching staff of 5-15 hours per week on the BMus programme.

The RT finds that staff numbers are not just sufficient, but possibly generous by international standards. The Liceu's philosophy is to provide students with choice and flexibility as to their teacher and there are high approval ratings for main discipline teachers. As noted above, one graduate in Meeting 3 confirmed that they benefitted from contact with more than one teacher, but it may be significant that this was a jazz student. In the classical field graduates in Meeting 3 felt it was less often the case that students could change their main teacher, or benefit from regular contact with other teachers in the same discipline. They felt that requesting to change a teacher could have negative consequences.

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with AQU Standard 4.2 and MusiQuE Standard 4.2:

Programme	AQU Standard 4.2	MusiQuE Standard 4.2
BMus	Compliant	Fully compliant

4.3. The HEI offers support and opportunities for the quality enhancement of teaching and research activities of the teaching staff.

Corresponds to the MusiQuE standard 4.1 Members of the teaching staff are qualified for their role and are active as artists/pedagogues/ researchers.

The SER (p.58) makes it clear that the Liceu wants its teachers to pursue an active artistic career. It facilitates that through a flexible approach, expecting the teacher to fulfil the number of allocated hours to a student by arrangement with the student and agreeing in advance when they may be absent due to professional commitments. It cites its many international exchange agreements as important in giving teaching staff the opportunity to undertake external masterclasses, concerts or lectures. The SER notes that both the Liceu Cambra and the partnership with the Barcelona Jazz Festival also give professional opportunities to teaching staff.

In Meeting 4 it was confirmed by teachers that continuing their professional activity is encouraged and they are given the freedom they need to undertake artistic activity. They commented that they travel widely, and bring back an international perspective.

The RT finds that the Liceu's priority is to support the artistic activity of its teaching staff; this is in line with its overall focus on professionalism and there is flexibility and real support from the institution. However, there is not so much evidence of similar support for pedagogical development and no clear evidence of how research activity is supported. The RT was also not able to identify a systematic institutional conversation about pedagogy, although this is likely to take place on an informal level between colleagues. One significant exception to this is the project described by the General Director in Meeting 1: based on the example of how the composition department addresses subjects in a different and more inventive way she was keen to promote a project that looked at rolling out innovative ways of teaching across the institution. See the recommendation in Standard 4.1 above.

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with AQU Standard 4.3 and MusiQuE Standard 4.1:

Programme	AQU Standard 4.3	MusiQuE Standard 4.1
BMus	Compliant	Substantially compliant

5. Effectiveness of learning support systems

The HEI has adequate and efficient guidance services and resources for student learning.

5.1. The academic guidance service provides adequate support for the learning process, and the professional guidance service facilitates entry into the labour market.

The SER (p.61) concentrates on the tutorial action plan as the main element of guidance for students. The students' main instrument or vocal teacher acts as their tutor; students can ask for a change at the end of the school year or earlier in the case of a serious conflict. As well as teaching the student their main subject, the tutor supports and monitors the student in all aspects of their academic life. Other teachers or administrative staff will alert tutors to problems they observe (SER, p.62).

In Meeting 9 the Inspector commented that the Liceu is very quick in solving problems in a well organised setting. She gave an example of a student complaint about an elective which was quickly resolved.

Students in Meeting 2 had different opinions on how easy it is to change teachers; in the composition and jazz departments changing teachers is positively encouraged; in the classical departments students report more difficulties.

Although Graduates in Meeting 3 commented that the level of tutoring support for the final essay was inadequate, teachers in Meeting 4 said this had been addressed and the RT finds the level of support for the final essay sufficient.

In the opinion of the RT the access to professionals and their informed guidance is very valuable. However, it has reservations about expecting those same teachers adequately to supervise academic work.

The RT also has reservations about the effectiveness of the tutorial method generally, particularly as it is so reliant on the student's teacher; it recommends that students should be able to discuss their work with someone unconnected to their main discipline. It also foresees problems with the system of others reporting any problems back to the tutor (the SER (p.62) mentions problems to do with attendance, rehearsals, and 'any form of improper behaviour') as it questions whether the tutor is in a position to deal with potentially serious problems efficiently. The RT acknowledges that when the 1:1 relationship works well, it can provide the student with a very valuable professional relationship that will enrich them both at their time in the Liceu and beyond; however, it finds that it is a risk to expect the tutor (who may well be a busy professional with only a few hours a week at the institution) to deal effectively with all the problems that a student might have.

To develop a more reflective student process would require more tutorial hours but would help prepare the student for the many professional roles they are likely to encounter in the future.

The RT recommends that the Liceu reviews the tutorial method with a view to sharing the guidance between the student's main teacher and another qualified individual, thus developing a more self-reflective student practice.

Students in Meeting 2 reported that in some departments there can be difficulties and 'consequences' related to requests for changing teachers. They also reported that such requests sometimes are made more difficult by what could be perceived as rivalries between teachers. The RT would recommend the institution to enforce guidelines and routines that ensure impartiality and prioritise the students' best interests.

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with AQU Standard 5.1:

Programme	AQU Standard 5.1
BMus	Compliant with conditions

5.2. The available physical resources are adequate for the number of students and the characteristics of the programme.

Corresponds to the MusiQuE Standard 5.2 The institution has appropriate resources to support student learning and delivery of the programme.

The SER (pp 64-66) describes the physical resources, services and equipment available to students at the Liceu. The new building (opened in 2018) is versatile, well fitted to its purpose and well-appointed with a high standard of acoustics.

Services include lockers, wi-fi throughout, an instruments lending service, and ASIMUT room booking service and the Library. The Library catalogue is not available online and in Meeting 3 graduates expressed dissatisfaction with the Library holdings.

In its visit the RT was impressed by the excellent spaces and facilities of the building. The ASIMUT system appears to work very well and to provide staff and students with sufficient access to teaching, practising and performing spaces.

However, the RT was concerned that the Library holdings are not comparable to the standard expected for an institution of this kind; the physical stock is very small, the space seems sparingly used and the catalogue needs to be online to confirm with sectoral expectations.

In Meeting 9 it was explained that, as regards the acknowledged shortcomings of the library, the Liceu had to prioritise resources in the new building. As the Liceu does not specialise in musicology, those resources based on practice (such as new pianos) would outweigh spending on the library. It was reported that there is a general plan to improve it, but this plan is currently neither specific nor urgent.

The RT finds that a plan for improvement of the library is a condition of compliance with AQU standard 5.2. While it recognises that improving physical holdings is a medium-term project, much can be done quickly and easily to promote digital resources, such as an online catalogue.

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with AQU Standard 5.2 and MusiQuE Standard 5.1:

Programme	AQU Standard 5.2	MusiQuE Standard 5.1
BMus	Compliant with conditions	Substantially compliant

6. Quality of programme (learning) outcomes

Learning and assessment activities are consistent with the programme's competence profile. The outcomes of these processes are adequate in terms of both academic achievements, which correspond to the programme's level as of the MECES, and the academic, satisfaction and employment indicators.

6.1. The learning activities are consistent with the intended learning outcomes and correspond to the appropriate level for the programme in the MECES.

Corresponds to the MusiQuE Standard 2.1 The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery.

The SER (p.68) discusses how competences (transversal, general and specific) relate to national regulations. It details the 'learning areas' ('materias'), which are the subject-specific areas of the programme for each area of specialism.

The Liceu divides programme learning activities into four kinds of subjects:

- Basic training (common subjects, compulsory for all specialties, theory-oriented skills such as analysis, composition techniques and music history);
- Specific training (directly related to the student chosen specialty and compulsory for its students, mostly practical-oriented skills. These include the weekly lesson, ensemble music; seminars and appropriate teaching-related topics for pedagogy students);
- TFC (Treball de Fi de Carrera, final essay);
- Optional credits in which students are strongly encouraged to participate in artistic activity.

The SER (p.72) discusses and gives examples of the strong co-relation of this competence profile which includes practical, theoretical, and generic outcomes to the AEC Learning Outcomes. The SER notes that the Direction team of the Liceu actively participated in the 2017 revision of the AEC Learning Outcomes.

The SER (p.72) also notes foreign language requirements, the regulations for which are likely to change soon.

In Meeting 4 teachers confirmed the programme's mission and noted a real feeling of aspiration. Graduates in Meeting 3 commented that, now having had the experience of being out in the professions, they could have been better prepared with some training in entrepreneurship.

In the opinion of the RT the BMus meets the appropriate level defined in the MECES and that varied learning activities of the BMus, are very much in line with the mission of the programme. The RT welcomes the informed references to the AEC learning outcomes and finds that, from scrutiny of its documentation, this is a balanced and well-adjusted programme.

The RT has reservations, however, about how well the theory components of the programme are integrated with the practical elements. Students (Meeting 2) and graduates (Meeting 3) commented on the level of theory components; the understocked library could be seen as to be a physical manifestation of the institution's priorities.

The RT also suggests that Liceu considers strengthening the professional and entrepreneurial components of the programme, particularly related to integrating external artistic activities into the curriculum.

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with AQU Standard 6.1 and MusiQuE Standard 2.1:

Programme	AQU Standard 6.1	MusiQuE Standard 2.1
BMus	Compliant	Fully compliant

6.2. The training activities, teaching methods and assessment are suitable and pertinent to ensure the achievement of the expected learning outcomes.

Corresponds to the MusiQuE Standard 2.1 The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery and Standard 2.3 Assessment methods are clearly defined and demonstrate achievement of learning outcomes.

The SER (p.74) underlines that an important goal of the Liceu BMus is to prepare student for the labour market and it describes the various opportunities students are given to perform in public concerts. The basis of the teaching of instrumental and vocal disciplines is the weekly 1:1 lesson, and an ensemble, chamber or orchestral project every semester. Other subjects such including improvisation or arranging are also offered. Composition students have frequent opportunities for their work to be performed in public and for the final project are required to write a major work for large ensemble. Another core subject for composition students is the weekly composition seminar (SER, p.75). Pedagogy students are required to achieve a comparable standard to that of their peers in purely performance disciplines (SER, p.76) and an adjusted schedule of

ensemble projects to allow for topics associated with pedagogy. The SER (pp 77-84) gives details of the curriculum for each speciality.

As regards assessment, the SER (p.85) outlines the main assessment vehicles: at the end of each semester there is a written examination in theory and a practical performance examination. For ensemble projects a combination of continuous observation and the performance outcomes make up the assessment. Grading is on a scale of 0-10 with a corresponding qualitative indication (Fail-Pass-Notable-Excellent).

The SER (pp 25-26) notes important changes being introduced in the assessment methods for subjects including chamber music and composition; the changes consist of giving a higher weighting to assessment by teachers other than the student's main teacher, to avoid bias. Initial results of this are positive. In Meeting 6 it was reported that for chamber music assessment the student's teacher would not be present on the jury.

Students in Meeting 2 commented that the criteria for grading seem to be subjective and not clearly communicated.

The SER (p.85) describes the method for examination feedback in which the student can either appeal the grade or ask for further information; most teachers of small ensembles will discuss the examination in the first class that follows it.

The SER (pp 85-124) takes seven examples of compulsory subjects and gives the detailed subject guide for each one, including the final essay. The subject guides detail all relevant information including: credit rating; competence to be acquired; learning outcomes; topics; assessment methods and weightings. Evidence of student achievement is also given.

The RT commends the Liceu study guides which are well organised and informative.

The study guide on the final essay notes (SER, p.121) the necessity for 'the appropriate use of sources of information and the rigorous formal presentation of thesis, evidence and conclusions'. The RT welcomes the note on plagiarism (SER, p.123) but is surprised by the wording here in italics '[...] students are strongly warned against any plagiarism (or anything remotely resembling it). *They can, and they perhaps should, quote from other books or articles*, but it must be always completely clear which their own words are and which words are being quoted.' At this level, students should be using secondary sources as a matter of course. This links back to the RT's recommendation on library resources (Standard 5.2 above).

In the opinion of the RT much seems to depend on the teacher as regards assessment and teaching methods. The RT welcomes the institution's effort to increase fairness in assessment by adjusting weightings from the student's main teacher, but recommends that this could go much further. It also notes

that feedback is rather informal and that written feedback rather than 'in the moment' verbal feedback would be beneficial for students.

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with AQU Standard 6.2 and MusiQuE Standards 2.1 and 2.3:

Programme	AQU Standard 6.2	MusiQuE Standard 2.1	MusiQuE Standard 2.3
BMus	Compliant with conditions	Fully compliant	Substantially compliant

6.3. The values for the academic indicators are adequate for the characteristics of the programme.

Corresponds to the MusiQuE Standard 3.2 The programme has mechanisms to formally monitor and review the progression, achievement and subsequent employability of its students.

The SER (p.126) gives data on overall academic indicators including achievement, drop-out and graduation rates by speciality.

The SER (p.127) notes how student satisfaction surveys have been shortened to encourage a higher participation rate. The 2017-18 poses two questions, asking students to rate their main subject teacher and his/her teaching and rating of group subjects. Average scores for each are supplied.

The SER (pp 127-139) gives comprehensive data on students' achievements in all subjects for 2017-18.

General drop-out rates (6-10%) are more or less in line with sectoral expectations.

The SER (p.127) notes how student satisfaction surveys have been shortened to encourage a higher participation rate (since long detailed questions are 'most likely a hindrance to it'). The RT recommends that the Liceu should conduct some research into whether this is really the case or whether other factors are at work to limit participation. The SER (p.127) gives average scores for those students who completed the survey, but the RT is not aware of the sample size and so this severely limits the credibility of the scores. MusiQuE Standard 3.2 is covered in the next section (AQU 6.4).

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with AQU Standard 6.3 and MusiQuE Standard 3.2:

Programme	AQU Standard 6.3	MusiQuE Standard 3.2
BMus	Compliant with conditions	Partially compliant

6.4. The values for the graduate labour market/destination indicators are adequate for the characteristics of the programme.

Corresponds to the MusiQuE Standard 3.2 The programme has mechanisms to formally monitor and review the progression, achievement and subsequent employability of its students.

The SER (p.140) refers to the 2017 survey conducted by AQU on destinations for higher education artistic graduates. The results are described as giving a mixed picture, and acknowledging that the professional market for young musicians is demanding and still affected by the financial crisis. However, the survey showed that 9/10 Liceu graduates are working, with the vast majority working in music.

The recent AQU survey is a useful indicator of graduate employment prospects and the 'big picture' that 9/10 graduates are working is a good one. However, the results should be more carefully analysed and published and this is a condition of compliance with AQU standard 6.4.

For MusiQuE standard 3.2, the RT recommends that the drop-out rate for pedagogy is investigated; that the methods for conducting student satisfaction surveys are thoroughly researched and take-up improved; and that full data on sample sizes of student satisfaction surveys is supplied.

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with AQU Standard 6.4 and MusiQuE Standard 3.2:

Programme	AQU Standard 6.4	MusiQuE Standard 3.2
BMus	Compliant with conditions	Partially compliant

COMPLIANCE WITH THE ADDITIONAL MUSIQUE STANDARDS

2.2: International perspectives

Standard: The programme offers a range of opportunities for students to gain an international perspective.

The SER (p.143) describes how one of the priorities of the modernisation of the Liceu over the past 15 years has been to develop the international dimension. The Liceu has 78 international partners around the world, with the majority in Latin America, working with them in student mobility, teacher exchanges and musical projects. The Liceu has 40 Erasmus agreements and is an active member of several AEC Working Groups.

International agreements are the responsibility of the General Director and are reviewed annually. The SER (p.144) notes the four main objectives of the long-term international strategy:

- a. Strengthening musical training of students through international experience;
- b. Recognition of different European settings and improved interaction capabilities in Europe;
- c. improving language skills;
- d. strengthening the connection between academic and professional experience.

These objectives are then mapped onto the elements of the modernization strategy (SER, p.145-6).

Teachers in Meeting 4 noted that there were 12 nationalities represented among of the 16 string teachers.

As far as language policy is concerned, Liceu students are required to master at least one foreign language and staff recruitment policy has a requirement for fluency in English.

Support for international students is the responsibility of the Project Development Area and guides and information packs for international students are available.

The RT finds that the international strategy, described as an institutional priority in Meeting 6, is well underway.

The institution is already very international in outlook and its students benefit both from visiting international artists in masterclasses and their teachers, many of whom have international careers.

The RT recommends that the part of the international strategy that deals with increasing the use of English, particularly on the website, is prioritised, as this is important to attract international students.

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with MusiQuE Standard 2.2:

Programme	MusiQuE Standard 2.2
BMus	Substantially compliant

5.2 Financial resources

Standard: The institution's financial resources enable successful delivery of the programme.

The SER (pp 149-150) outlines its sources of income as a charitable foundation and its main expenditure headings. It notes a scholarships programme which provides free tuition for 12% of Liceu students. Public transparency is required by law, and the SER notes that for the past three years its accounts have been audited without qualifications or limitations by external auditors.

The RT finds that both programmes have sufficient financial resources for effective delivery (SER, pp 92-93). It did not have access to a detailed, long term financial plan, but on the basis of the available information it would have some reservations about the sustainability of a large percentage of funds (40%) coming from sponsorship in the current financial climate.

The RT could see from its good facilities and staff numbers that the Liceu has sufficient financial resources, but it did not have access to documentary evidence to support this. It would recommend greater transparency and accountability.⁴

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with MusiQuE Standard 5.2:

⁴ In its response to the draft version of the report (dated May 2019), the institution indicated that "the presentation of the economic results can now be found in the 'Institutional Information' section of the Foundation for purposes of enhancing transparency and accountability (<https://www.conservatoriliceu.es/fundacio/informacio-institucional/>)".

Programme	MusiQuE Standard 5.2
BMus	Substantially compliant

5.3 Support staff

Standard: The programme has sufficient qualified support staff.

The SER (pp 152-153) outlines the five service areas under the guidance of the General Director and gives a brief description of their remit. The areas are:

- Administration and academic management
- Projects management
- Digital and technology
- Production and promotional
- Human resources and services

In Meeting 7 Administrative staff discussed how they work flexibly and share tasks among their small group of 10 persons. Professional development is important for the support staff, particularly as they have many different competencies and roles to fulfil. Staff report having participated in staff development programmes, English language programmes and workshops in work time.

The RT commends the positive attitude of the support staff and their great commitment to the institution and to the students. It is a common complaint in the sector, and from support functions, that support roles are understaffed. Staff in Meeting 6 noted some challenges in fulfilling their duties, but reported how, by being flexible, they manage their workload. The RT noted that range of responsibilities in the IT field was particularly broad.

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with MusiQuE Standard 5.3:

Programme	MusiQuE Standard 5.3
BMus	Fully compliant

6.1 Internal communication process

Standard: Effective mechanisms are in place for internal communication within the programme.

The SER (p.155) details the use of various mechanisms and tools which facilitate internal communication, in addition to the weekly strategic and coordination meetings. These include the website, the intranet, digital screens around the building, social networks (particularly Facebook and YouTube) and twice-monthly newsletters. These mechanisms are the responsibility of the Digital area.

The SER (p.33) notes the importance of effective two-way communication between teachers and Heads of Department on academic matters.

The SER (p.156) notes the importance of keeping in touch with alumni who are encouraged to subscribe to the Amics del Liceu group. Alumni successes are communicated widely. Grads in Meeting 3 confirmed this.

Support staff in Meeting 7 commented that they felt they had easy access to decision makers, that they understand the issues facing the institution and that they had easy communications both through their weekly meeting and their proximity in their work space. Students in Meeting 2 reported an example of swift resolution of a request for earlier opening hours to allow for more practice time and the opening time was changed to 8.30am. Heads of Department in Meeting 4 reported that they had very frequent informal communication with their teachers and that the regular meetings with the other Heads of Department were effective. They also reported that they had good access to the General Director.

The RT found that there are good systems of formal internal communication and complemented by effective informal communication. The recommendation it would make in this context is about increased and effective formal student representation (as noted in MusiQuE standard 6.2 above).

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with MusiQuE Standard 6.1:

Programme	MusiQuE Standard 6.1
BMus	Substantially compliant

8.1 Cultural, artistic and educational contexts

Standard: The programme engages within wider cultural, artistic and educational contexts.

The SER (p.159) signals the particular context of the Liceu Conservatory, which benefits from the many networks and agreements made by its parent body, the Liceu Foundation. The Liceu also has its own agreements with national and international cultural institutions. It cites the particular and longstanding importance of both Japanese and Latin American culture in the Liceu.

The SER (p.161) cites the many ways in which Liceu students participate in external performances. In 2017 355 students participated in 50 external activities as a result of agreements with public institutions, cultural associations and private enterprises.

The SER (p.160) also notes that its location in an under-served part of the city of Barcelona has had a positive effect on the neighbourhood and that (SER, p.161) it is striving to foster a greater awareness of the role of musicians in contemporary society.

It is apparent to the RT from the SER and many meetings that the Liceu has a very close and effective engagement with its wider societal, artistic and educational contexts.

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with MusiQuE Standard 8.1:

Programme	MusiQuE Standard 8.1
BMus	Fully compliant

8.2 Interaction with the artistic professions

Standard: The programme actively promotes links with various sectors of the music and other artistic professions.

As noted many times elsewhere, links with the profession are vital to the philosophy of the Liceu. The SER (pp163-64) gives examples of collaboration agreements with the Barcelona International Jazz festival and the Liceu Opera Theatre in addition to the many external activities noted in the standard above.

In Meeting 5 members of the professions commented that as the Liceu is a private institution it is easier to reach agreements and there is great flexibility to enable collaborations.

The RT finds that the Liceu is exemplary in its fulfilment of this standard. All the representatives it interviewed underlined the philosophy of very close contact with the music professions and how that is put into in practice throughout a student's study, including through the teaching staff who are active as performing artists.

On the basis of the information in the SER, further documentation including annexes and the meetings during the site-visit, the Review Team finds the Liceu BMus programme compliant as follows with MusiQuE Standard 8.2:

Programme	MusiQuE Standard 8.2
BMus	Fully compliant

CONCLUSION

As a mid-sized institution, the Liceu retains the very friendly, personally-orientated mentality of a 'family business'. For example, in Meeting 9 it was reported that the General Director knows every student by name and the RT heard repeatedly that her door is always open to both students and staff members. Among everyone we met, including all the support staff, there is a very positive professional atmosphere.

In terms of its academic and artistic profile, the Liceu is absolutely clear about its priority: it is to prepare its students as music professionals, and all of the learning activities are geared towards that. The Liceu's students are exposed to an impressive array of professional opportunities and artists.

The RT found that the Liceu is rather traditional in its approach to teaching which is largely based on the master/apprentice system for orchestral and solo musicians. This may not be so innovative, but it appears to get the results that the Liceu wants and it is accompanied by a tangible feeling of aspiration and a good work ethic.

There is, however, now a developing new vision for what a musician should and could be in the future. The RT heard from the General Director in the very first meeting about how the Liceu is preparing for the challenges of the new century. This included being more open to the increasing diversities of the profession and, linked with that, experimenting with new pedagogical approaches spearheaded by the composition department. The other elements of the strategy are increasing the Liceu's international profile and a complete overhaul of the website and communications (which is now underway).

The RT found that some of the requirements of this accreditation had not been met or that there was more to do. The Liceu management is largely aware of where improvements need to be made and it is the wish of the RT that this report is helpful to them. Positive, strategy-driven changes are underway at the Liceu, whilst retaining its values of personalised care for the student and professional preparation. The RT wishes the Liceu well in the next phase of its development.

Summary of compliance and recommendations

Undergraduate Degree in Music (BMus)

The Review Team concludes that the BMus programme complies with both the AQU and MusiQuE Standards as follows:

AQU Standard 1. Quality of the training programme The programme's design (competence profile and structure of the curriculum) is current according to the requirements of the discipline and it meets the required level of study according to the MECES.	
AQU Standard 1.1 The programme's competence profile meets the requirements of the discipline and complies with the required level of study according to the MECES.	Compliant
MusiQuE Standard 1 The programme goals are clearly stated and reflect the institutional mission.	Fully compliant
MusiQuE Standard 2.1 The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery.	Fully compliant
Recommendations /	
AQU Standard 1.2 The curriculum and structure of the curriculum are consistent with the programme's competence profile and learning outcomes.	Compliant
MusiQuE Standard 1 The programme goals are clearly stated and reflect the institutional mission.	Fully compliant
Recommendations /	

<p>AQU Standard 1.3</p> <p>Students who are admitted have an admission profile that is suitable for the programme and the number of students is consistent with the number of places offered.</p>	<p>Compliant with conditions</p>
<p>MusiQuE Standard 3.1</p> <p>There are clear criteria for student admission, based on an assessment of their artistic/academic suitability for the programme.</p>	<p>Substantially compliant</p>
<p>Recommendations</p> <ul style="list-style-type: none"> The Liceu should review its recruitment policies and formulate a strategy to increase the number of qualified applicants, to ensure a good flow of well-qualified applicants and a higher ratio of applications to places offered. 	
<p>AQU Standard 1.4.</p> <p>The existence of effective teaching coordination mechanisms for the programme.</p>	<p>Compliant</p>
<p>MusiQuE Standard 6.2</p> <p>The programme is supported by an appropriate organisational structure and decision-making processes.</p>	<p>Substantially compliant</p>
<p>Recommendations</p> <ul style="list-style-type: none"> Although the student voice is heard and more formal channels do exist through student representatives, the student association should be more actively involved in decision-making procedures. 	
<p>AQU Standard 1.5</p> <p>The different regulations are complied with in the correct way and this has a positive impact on the programme outcomes.</p>	<p>Compliant</p>
<p>AQU Standard 2. Relevance of the public information</p> <p>The institution appropriately informs all stakeholders of the programme's characteristics and the management processes for quality assurance.</p>	

AQU Standard 2.1. The HEI publishes truthful, complete, up-to-date and accessible information on the characteristics of the degree programme and its delivery.	Non compliant
MusiQuE Standard 8.3 Information provided to the public about the programme is clear, consistent and accurate.	Partially compliant
Recommendations <ul style="list-style-type: none"> Complete information in English should be publicly available on the website. 	
AQU Standard 2.2 The HEI publishes information on the academic and satisfaction outcomes.	Non compliant
AQU Standard 2.3 The HEI publishes the IQAS which forms the framework of the degree programme and the monitoring and accreditation outcomes of the degree programme.	Compliant with conditions
Recommendations <ul style="list-style-type: none"> The IQAS is very difficult for stakeholders to find on the website and should be made more accessible for stakeholders. 	
AQU Standard 3. Efficacy of the programme's internal quality assurance system The HEI has a functioning internal quality assurance system that has a formal status and assures the quality and continuous enhancement of the programme in an efficient way.	
AQU Standard 3.1. The implemented IQAS has processes which ensure the design, approval, monitoring and accreditation of the degree programmes.	Compliant with conditions
MusiQuE Standard 7 The programme has in place effective quality assurance and enhancement procedures.	Partially compliant

Recommendations <ul style="list-style-type: none"> The IQAS should be regularly reviewed: it should include an improvement plan; responsibilities should be shared; the IQAS should be available in English; student satisfaction survey data should be fully reported including the numbers participating students. 	
AQU Standard 3.2. The implemented IQAS ensures the collection of information and of outcomes relevant to the efficient management of the degree programmes, especially including the academic and satisfaction outcomes of the stakeholders.	Compliant with conditions
MusiQuE Standard 7 The programme has in place effective quality assurance and enhancement procedures.	Partially compliant
Recommendations <ul style="list-style-type: none"> See above. 	
AQU Standard 3.3. The implemented IQAS is periodically reviewed and generates an enhancement plan that is used for its continuous enhancement.	Compliant with conditions
MusiQuE Standard 7 The programme has in place effective quality assurance and enhancement procedures.	Partially compliant
Recommendations <ul style="list-style-type: none"> See above. 	
AQU Standard 4. Suitability of teaching staff for the training programme Staff involved in teaching in the faculty are both sufficient and suitable in accord with the characteristics of the programmes and the number of students.	

AQU Standard 4.1. The teaching staff meet the qualifications requirements for programme delivery in the faculty, and they have sufficient and recognised teaching, research and, where applicable, professional experience.	Compliant with conditions
MusiQuE Standard 4.1 Members of the teaching staff are qualified for their role and are active as artists/pedagogues/ researchers.	Substantially compliant
Conditions <ul style="list-style-type: none"> · The Liceu could take a broader view of the competence of its teachers, including pedagogic skills and research activity, both of which will benefit students; · The project looking at good practice in pedagogy from the composition department should be rolled out across the institution. 	
AQU Standard 4.2. There are sufficient teaching staff in the faculty, and staff assignment is adequate for them to carry out their duties and attend to the students.	Compliant
MusiQuE Standard 4.2 There are sufficient qualified teaching staff to effectively deliver the programme.	Fully compliant
Recommendations /	
AQU Standard 4.3. The HEI offers support and opportunities for enhancing the quality of teaching and research activity in the faculty.	Compliant
MusiQuE Standard 4.1 Members of the teaching staff are qualified for their role and are active as artists/pedagogues/ researchers.	Substantially compliant

Conditions <ul style="list-style-type: none"> See above. 	
AQU Standard 5. Effectiveness of learning support systems	
AQU Standard 5.1. The academic guidance services provide adequate support for the learning process, and the professional guidance services facilitate entry into the labour market.	Compliant with conditions
Recommendations <ul style="list-style-type: none"> The tutorial method should be reviewed with a view to sharing the guidance between the student's main teacher and another qualified individual, thus developing more self-reflective student practice; Guidelines for changing teachers that prioritise the student's best interests should be established. 	
AQU Standard 5.2. The available physical resources are adequate for the number of students and the characteristics of the programme.	Compliant with condition
MusiQuE Standard 5.1 The institution has appropriate resources to support student learning and delivery of the programme.	Substantially compliant
Condition (AQU Standard 5.2) <ul style="list-style-type: none"> A plan for improvement of the library as it is not currently in line with sectoral expectations. Short-term progress such as an electronic catalogue and access to digital resources can be achieved in two years; improving physical holdings is a medium-term project but there must be a plan to implement this. Recommendation (MusiQuE standard 5.1) <ul style="list-style-type: none"> The Liceu should review the tutorial method with a view to sharing the guidance with another qualified individual who is not the student's main teacher and developing more self-reflective student practice. 	

AQU Standard 6. Quality of programme (learning) outcomes Learning and assessment activities are consistent with the programme's competence profile. The outcomes of these processes are adequate in terms of both academic achievements, which correspond to the programme's level as of the MECES, and the academic, satisfaction and employment indicators.	
AQU Standard 6.1. The learning outcomes achieved meet the expected training goals and the MECES level of the degree programme.	Compliant
MusiQuE Standard 2.1 The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery.	Fully compliant
Recommendations /	
AQU Standard 6.2. The training activities, the teaching methodology and the assessment system are suitable to ensure the achievement of the expected learning outcomes.	Compliant with conditions
MusiQuE Standard 2.1 The goals of the programme are achieved through the content and structure of the curriculum and its methods of delivery.	Fully compliant
MusiQuE Standard 2.3 Assessment methods are clearly defined and demonstrate achievement of learning outcomes.	Substantially compliant
Recommendations · The Liceu's ongoing discussions on achieving greater objectivity and fairness with regard to the constitution of juries (e.g. not including the student's teacher) should be expedited.	

<ul style="list-style-type: none"> Written feedback should be introduced. 	
AQU Standard 6.3. The values for the academic indicators are adequate for the characteristics of the programme.	Compliant with conditions
MusiQuE Standard 3.2 The programme has mechanisms to formally monitor and review the progression, achievement and subsequent employability of its students.	Partially compliant
Recommendations <ul style="list-style-type: none"> For MusiQuE standard 3.2, the RT recommends that the methods for conducting student satisfaction surveys are thoroughly researched and take-up improved; and that full data on sample sizes of student satisfaction surveys is supplied. 	
AQU Standard 6.4 The values for the graduate labour market/destination indicators are adequate for the characteristics of the programme.	Compliant with conditions
MusiQuE Standard 3.2 The programme has mechanisms to formally monitor and review the progression, achievement and subsequent employability of its students.	Partially compliant
Condition <ul style="list-style-type: none"> The results of graduate destination surveys should be more carefully analysed and published. Recommendations <ul style="list-style-type: none"> See above. 	
Additional MusiQuE standards	
2.2 International perspectives The programme offers a range of opportunities for students to gain an international perspective.	Substantially compliant

Recommendations <ul style="list-style-type: none"> Increasing the use of English, particularly on the website, should be prioritised. 	
5.2 Financial resources The institution's financial resources enable successful delivery of the programme.	Substantially compliant
Recommendations <ul style="list-style-type: none"> Greater financial transparency and accountability. 	
5.3 Support staff The programme has sufficient qualified support staff.	Fully compliant
Recommendations /	
6.1 Internal communication process Effective mechanisms are in place for internal communication within the programme.	Substantially compliant
Recommendations <ul style="list-style-type: none"> The Liceu should establish increased and more effective formal student representation. 	
8.1 Cultural, artistic and educational contexts The programme engages within wider cultural, artistic and educational contexts.	Fully compliant
Commendation <ul style="list-style-type: none"> The RT commends the very close and effective engagement with the Liceu's wider societal, artistic and educational contexts. Recommendations /	
8.2 Interaction with the artistic professions The programme actively promotes links with various sectors of the music and other artistic professions.	Fully compliant

Commendation

- The RT commends the Liceu's exemplary fulfilment of this standard underlining its philosophy of preparation for the music professions.

Recommendations

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PROPOSAL FOR ACCREDITATION

Based on the programmes' compliance with the AQU Catalunya standards, it is proposed that the following programme be accredited with conditions by the Board of AQU:

- Bachelor's programme (Título Superior de Música/BMus)

Based on the programmes' compliance with the MusiQuE Standards for Programme Review, it is proposed that the following programme be accredited with conditions by the Board of MusiQuE:

- Bachelor's programme (Título Superior de Música/BMus)

ANNEX. CORRESPONDENCE BETWEEN AQU CATALUNYA AND MUSIQUE STANDARDS

The Agència per a la Qualitat del Sistema Universitari de Catalunya (AQU Catalunya) and MusiQuE - Music Quality Enhancement provide higher music education institutions in Catalunya with the opportunity to opt for a joint accreditation process conducted and recognized by both agencies. For this purpose, the AQU Catalunya standards for accreditation of arts higher education programmes have been mapped against the MusiQuE standards for programme review. Both sets of standards have been mapped as follows:

AQU	MUSIQUE	MUSIQUE	AQU
Standard 1.1	Standard 1 and 2.1	Standard 1	Standard 1.1 /1.2
Standard 1.2	Standard 1	Standard 2.1	Standard 6.1, 6.2 and 1.1
Standard 1.3	Standard 3.1	Standard 2.2	none
Standard 1.4	Standard 6.2	Standard 2.3	Standard 6.2
Standard 1.5	none	Standard 3.1	Standard 1.3
Standard 2.1	Standard 8.3	Standard 3.2	Standard 6.3 and Standard 6.4
Standard 2.2	none	Standard 4.1	Standard 4.1 and Standard 4.3
Standard 2.3	none	Standard 4.2	Standard 4.2
Standard 3.1	Standard 7	Standard 5.1	Standard 5.2
Standard 3.2	Standard 7	Standard 5.2	none
Standard 3.3	Standard 7	Standard 5.3	none
Standard 4.1	Standard 4.1	Standard 6.1	none
Standard 4.2	Standard 4.2	Standard 6.2	Standard 1.4
Standard 4.3	Standard 4.1	Standard 7	Standard 3 (3.1/3.2/3.3)
Standard 5.1	none	Standard 8.1	none
Standard 5.2	Standard 5.1	Standard 8.2	none
Standard 6.1	Standard 2.1	Standard 8.3	Standard 2.1
Standard 6.2	Standards 2.1 and 2.3		
Standard 6.3	Standard 3.2		
Standard 6.4	Standard 3.2		

Institutions are required to address 26 standards for accreditation:

- the 20 AQU Catalunya standards for accreditation of arts higher education programmes, from standard 1.1 to standard 6.4;
- the 6 additional MusiQuE Standards to be addressed, i.e. MusiQuE standards 2.2, 5.1, 5.2, 6.1, 8.1 and 8.2.